

**TEACHER TALK IN ENGLISH TEACHING AND LEARNING PROCESS  
AT SMP N 1 BANYUDONO IN 2015/2016 ACADEMIC YEAR**



**RESEARCH PAPER**

**Submitted as a Partial Fulfillment of the Requirements  
for Getting Bachelor Degree of Education  
in English Department**

by  
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**SCHOOL OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF SURAKARTA  
2016**

**APPROVAL**

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**AT SMP N 1 BANYUDONO IN 2015/2016 ACADEMIC YEAR**

**RESEARCH PAPER**

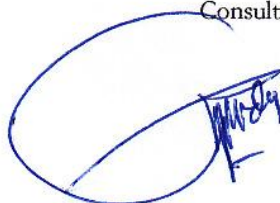
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TEACHER TALK IN ENGLISH TEACHING AND LEARNING PROCESS  
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## TESTIMONY

Herewith, I state that there is no plagiarism of the previous literary studies which have been conducted to obtain bachelor degree of a certain university there is no ideas or opinions that have been published by others except those in which the writings are referred in literature review and bibliography. Hence, if it is proven that there are mistakes in this testimony, I will be fully responsible.

Surakarta, June 3 2016

The writer



**YUNITA NURMA SETIANINGRUM**

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## **MOTTO**

The best pleasure in life is doing what people say you cannot do.

Do the best, God is never wrong in giving the sustenance.

## **DEDICATION**

This research paper is dedicated to:

Her beloved parent who gives strength to me,  
,"Tiyono and Sri Purwaningsih"

Her beloved brother who inspires to me,  
,"ArifPriyoSutegar (Alm)".

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The last, her thanks are addressed to the readers who are willing to read the research paper. The researcher considers that this research paper is far from being perfect. Therefore suggestion and criticisms are welcome and accepted to make this research paper better.



*Wassalamu'alaikum Warohmatullohi Wabarokatuh*

Surakarta, June 32016

**YunitaNurmaSetianingrum**

## TABLE OF CONTENT

	page
TITLE.....	i
APPROVAL.....	ii
ACCEPTANCE .....	iii
TESTIMONY.....	iv
MOTTO .....	v
DEDICATION .....	vi
ACKNOWLEDGMENT .....	vii
TABLE OF CONTENT .....	x
SUMMARY .....	xii
RINGKASAN .....	xiii
CHAPTER I: INTRODUCTION.....	1
A. Background of the Study.....	1
B. Problem Statement .....	2
C. Objective of the Study.....	3
D. Limitation of the Study.....	3
E. Significance of the Study .....	3
F. Research Paper Organization .....	4
CHAPTER II: REVIEW OF RELATED LITERATURE .....	5
A. Previous Study .....	5
B. Teacher Talk.....	10
C. The Features of Teacher Talk.....	11
1. Flanders' Interaction Analysis Categories (FIAC) .....	16
2. Foreign Language Interaction (FLINT) System .....	17
CHAPTER III: RESEARCH METHOD .....	22
A. Type of the Study .....	22
B. Object of the Study.....	22
C. Setting of the Study .....	23
1. Time .....	23
2. Place .....	23

D. Data and Data Source .....	24
E. Method of Collecting Data .....	25
1. Observation .....	25
2. Interview .....	25
3. Document Analysis .....	25
F. Technique for Analyzing Data.....	26
G. Trustworthiness .....	27
CHAPTER IV: RESEARCH FINDING AND DISCUSSION.....	29
A. Research Finding.....	29
1. The Language Used in Teacher Talk .....	29
2. The Dominant Language Used as Medium of Instruction	36
3. The Types of Teacher Talk based on Language used.....	38
4. The Dominant Type of Teacher Talk.....	79
B. Discussion .....	82
CHAPTER V: CONCLUSION AND SUGGESTION .....	89
A. Conclusion.....	89
B. Pedagogical Implication .....	90
C. Suggestion .....	91
BIBLIOGRAPHY	
APPENDIX	

## SUMMARY

**Yunita Nurma Setianingrum, A320120252. TEACHER TALK IN ENGLISH TEACHING AND LEARNING PROCESS AT SMP N 1 BANYUDONO IN 2015/2016 ACADEMIC YEAR. Research Paper. Muhammadiyah University of Surakarta. 2016.**

This research has major objectives proposed by the researcher, they are (1) to identify the languages of Teacher Talk found in English teaching and learning process, (2) to identify the dominant language of Teacher Talk in English teaching and learning process, (3) to identify the types of Teacher Talk found in English teaching and learning process, and (4) to identify the dominant type of Teacher Talk in English teaching and learning process. Teacher Talk is a tool to make student understand with the lesson.

The type of this research is descriptive qualitative research especially naturalistic study in analyzing the data. The data source of this study is taken from SMP N 1 Banyudono. Regarding with the method of collecting data, the researcher applies observation, interview as well as document analysis. The researcher uses FLINT theory as the way to find language used in Teacher Talk and type of teacher Talk based on language used.

The result of this study indicates that first, there are five languages found in Teacher Talk, such as Javanese, Indonesian, English, Arabic, and Mixed languages. Second, the dominant language used of teacher talk in English teaching and Learning is mixed languages. Third, there are 11 types of Teacher Talk based on language used. 10 types from FLINT theory, and the new type found is greeting as another finding from the researcher. The most frequent type of teacher talk formed by three teachers was “ask question” (type 4). The percentage was 33.30% from 337 data for six meetings. Fourth, the dominant type of Teacher Talk based on language used is “ask question”. The teacher tended to ask many questions to the student in order to make the class more active and to know whether the students understood or not. It was a way to make students understood with the lesson.

**Keywords:** teacher talk, language used, type of teacher talk.

## **RINGKASAN**

**Yunita Nurma Setianingrum, A320120252. TEACHER TALK IN ENGLISH TEACHING AND LEARNING PROCESS AT SMP N 1 BANYUDONO IN 2015/2016 ACADEMIC YEAR. Research Paper. Muhammadiyah University of Surakarta. 2016.**

Penelitian ini bertujuan untuk mengidentifikasi bahasa dari ujaran guru yang ditemukan dalam proses belajar dan mengajar bahasa Inggris, mengidentifikasi bahasa ujaran guru yang ditemukan dalam proses belajar dan mengajar bahasa Inggris, mengidentifikasi tipe- tipe ujaran guru menurut bahasa yang digunakan dalam proses belajar dan mengajar bahasa Inggris, dan mengidentifikasi dominan tipe- tipe ujaran guru menurut bahasa yang digunakan dalam proses belajar dan mengajar bahasa Inggris. Ujaran guru adalah alat untuk membuat murid paham dengan materi pembelajaran.

Tipe dari penelitian ini adalah diskriptif kualitatif khususnya naturalistic studi dalam menganalisis data. Sumber data diambil dari SMP N 1 Banyudono. Ada tiga metode untuk mencari data dalam penelitian ini, yakni: observasi, wawancara, dan dokumen analysis. Penelitian ini menggunakan FLINT teori sebagai cara untuk menemukan bahasa yang digunakan dalam ujaran guru dan tipe ujaran guru menurut bahasa yang digunakan.

Hasil dari penelitian ini terindikasi bahwa pertama, ada lima bahasa yang ditemukan dalam ujaran guru seperti bahasa Jawa, Indonesia, Inggris, Arab, dan bahasa Campuran. Kedua, dominan bahasa yang digunakan ujaran guru dalam proses belajar dan mengajar bahasa Inggris adalah bahasa Campuran. Ketiga, ada 11 tipe ujaran guru menurut bahasa yang digunakan guru. 10 tipe dari FLINT teori, dan tipe baru ditemukan adalah sambutan sebagai penemuan dari penulis. Tipe dari ujaran guru yang sering muncul dari tiga guru adalah “memberi pertanyaan” (tipe 4). Persentasenya 33, 30 % dari 337 data untuk enam pertemuan. Keempat, dominan tipe ujaran guru menurut bahasa yang digunakan adalah “memberi pertanyaan”. Guru menunjukkan memberi pertanyaan untuk siswa agar membuat kelas jadi lebih aktif dan guru mengetahui apakah muridnya sudah paham atau belum.

Kata Kunci: ujaran guru, bahasa yang digunakan, tipe ujaran guru